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ABSTRACT

The inservice program and materials described here focus on behaviors as they occur in groups, isolating them for purposes of identification and definition. Three group roles are identified in the program: task roles, unifying roles, and anti-group roles. A description is provided of program purposes, content, activites, resources, and history of development, and a critique and ordering information are also included. (DS)

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ED166188

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Title: GROUP PROCESSES

Publication Date(s): 1972

Intended Users: Preservice and inservice teachers and teacher trainers who are interested in a study of specific roles and behaviors which are characteristic of group processes

Grade Level(s): Elementary, middle, secondary school

Number: Group

Primary Focus: The product focuses on behaviors as they occur in groups, isolating them for purposes of identification and definition.

School subject(s) and/or inservice topic(s) covered:

Inservice topics raised in this program relate to the concepts and principles underlying group processes. Three group roles are identified (e.g. task roles, unifying roles and anti-group roles). They are broken down into five or more associated behaviors. Finally, the phases, or stages of group growth are studied

What participant does in using the materials:

The structure of a program using these materials on group processes may be left open to the interpretation of the program initiator. The principle learning activities will be viewing four 16mm films and discussion centering on them. There is a lot of introductory material provided in the Instructor's Manual, which may be presented by the instructor prior to viewing the films, after viewing, or perhaps before a second viewing. Other group activities may be designed by the group instructor as s/he feels is appropriate.

Resources:

Four 16mm black and white films are included in the program. Their viewing time is approximately 15 minutes each. A 135-page Instructor's Manual with bibliography completes the package. Basic resources needed for program implementation are therefore a 16mm projector, time and space for group meetings and a screen, and a group instructor.

Describer critique: Though at first glance the films in this series appear to be dated and disjointed, a more careful look--and study in conjunction with the material presented in the Instructor's Manual--will reveal that they are indeed identifying the concepts of group behavior and illustrating those as part of a systematized process. Study of these materials should prove to be a helpful learning experience for teachers wishing to better understand group processes in the context of the classroom.

M72 behavioral science - student:teacher interaction - teacher: student interaction - teacher:teacher interaction - student:student interaction TD

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1.0 PURPOSES:

Rationale

The developers have created this program because they believe that one aspect of improved classroom interaction will involve the teacher's improved understanding of the group process itself. For this reason they strive to give information about certain group-related behaviors: "behaviors that occur in a group when it is involved in a task, behaviors that help unify a group, behaviors that destroy a group, behaviors that are characteristic of stages in the life of a group."

Goals

The goal for program participants may be interpreted to be increased sophistication in interpreting "certain aspects of behavior occuring in small groups in the classroom." The introduction to the Instructor's Manual notes that the primary purpose of the program is "to provide background and suggestions which will help (users) observe and discuss the realities of interaction in small groups."

Objectives

No specific objectives for program users have been determined by the developer.

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The program components are: four 16mm films and a 135-page Instructor's Manual. Film titles, times and a brief content description are provided below:

Films:

"Stages of Group Growth" (13 minutes) - includes four modes of behavior that can occur as a group develops and matures.

"Task Roles" (13 minutes) - covers six kinds of behaviors occuring when people work productively in a group.

"Unifying Roles" (15 minutes) - discusses five kinds of behaviors occuring when people work harmoniously in a group.

"Anti-Group Roles" (12 minutes) - treats five kinds of behaviors that may occur when individuals hinder the group.

Sequence

As these films may be used independently of one another, no particular sequence is mandatory.

6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The Instructor's Manual identifies the following members of the program's development team:

- David Berliner, Director
- Gloria Galden, Assistant Director
- Margaret Bierly
- Carol Codor[illegible]
- Lisa Hunter
- David Loeding
- Ann Porteus
- Deborah Walton
- Richard Murison, Video Director

6.2 How developed and when:

According to information supplied in the Instructor's Manual, this series was developed by the Far West Laboratory for Educational Research and Development in Teaching, under contract No. OEG 0-70-4037 (725), U.S. Office of Education. The material was published in 1972.

6.3 Evidence of effectiveness with users:

A section of the Instructor's Manual provides a summary of the field testing done on the product. Based on tests administered to approximately 40 program users, the following table gives an example of these questions and results:

Test	N	% of SS scoring 80% or better on test	% of SS scoring 60% or better on test
Task Roles-Acquisition	41	50	83
Task Roles-Mastery	41	60	93
Unifying Roles-Acquisition	42	50	88
Unifying Roles-Mastery	42	42	83
Anti-Group Roles - Acquisition	39	48	89
Anti-Group Roles - Mastery	45	40	73

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The program is well-structured. The films visually represent the concepts at hand and work to reinforce the identification and definition of behaviors that occur as part of the group process. The program is adaptable, as its subject is not limited by level or discipline. The actual quality of the films is not good--the transfer from videotape has left a dull, grayish film surface--but certain technical aspects, such as annotation (words flashed on screen), which identifies processes as they occur, are very effective.

Content accuracy/social fairness/community acceptance issues:

The content has been well-researched, and a rather extensive bibliography is included in the manual; content therefore appears to be factually accurate.

No biases are evident in the films or test, and minority groups and women are represented.

Overall summary/comment:

This program should provide an interesting context in which users can further study the principles and processes of group interaction. The films, used in connection with the text, provide a lot of information and have a way of making the behavioral characteristics of groups and group members recognizable and understandable. The films' technique of repeating the same footage later in the sequence is good, as the repetition provides reinforcement of previously stated concepts. Certainly classroom teachers have call to use the sort of information provided in this series. Overall, the program should prove useful to any persons involved in controlling the dynamics of groups.